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BULLETIN TO THE SCHOOLS

In this issue:

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November 1953

VOLUME 40
NUMBER 3

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Journalism Class at Brighton High School.

THE UNIVERSITY OF THE STATE OF NEW YORK

BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

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Bulletin to the Schools

VOLUME 40 NOVEMBER 1953 NUMBER 3

Economy in School Organization

Increasing Enrolments Demand Sound Economy To Assure Full Service to Children

ECONOMY IN SCHOOL ORGANIZATION TO be achieved through cooperation with citizens' committees and other lay groups is called for in a statement by the State Education Department recently distributed among superintendents, principals and presidents of boards of education.

In a foreword to the statement Commissioner of Education Lewis A. Wilson says:

"Increasing enrolment presents challenging problems in many schools. For the State as a whole, this situation will continue another decade and probably longer. Inevitably, the cost of education will be under discussion. The need for economy in school organization will persist."

The statement was prepared, Commissioner Wilson explains, "in order to place the emphasis in the proper place — the child and the service given him. . . I commend it to you as a guide for discussion of the subject with staff and with lay groups."

The statement, which is in pamphlet form, was prepared by Dr J. Cayce Morrison, who until recently was Coordinator of Research for the State Education Department, with the assistance of his associates. The pamphlet is illustrated by drawings prepared by M. Patricia Johnston, Department artist-designer.

The Department statement characterizes the current situation as one that challenges the best effort of all citizens and school officials. "Only through sound economy in organization," it is pointed out, "will the public schools be able to meet their full obligation to children and youth."

The problem of economy in school organization is currently so acute, according to the pamphlet, because the high birth rate of the years 1947–52 will bring a peak in the elementary school enrolment about 1957–58 and in the secondary schools about 1964–65; enrolment in the State's public schools in 1957–58 will show an increase of about 25 per cent over the enrolment during 1952–53.

The pamphlet discusses the trends in character and quality of public education that are involved in the current discussion of economy in school organization.

Discussing gains that have been made, the statement says:

> Following the peak enrolment of 1934–35 there was a more or less continuing decrease in pupil-teacher ratios until about 1950. During this period public education made two significant gains, especially in elementary schools.

The more important gain has been the increasing attention to individual pupils. This has decreased the percentage of failure and retardation and has increased the average level of education of the total population. Having fewer pupils per teacher, the schools have placed more emphasis on finding and helping the more capable child, the child with special aptitudes, to discover and develop his special ability or talent. This growing demand that instruction at all school levels be adapted to the needs and the abilities of the individual is basic to any discussion of the character and quality of education in elementary and secondary schools. Society can ill afford the failure of the less gifted nor can society be satisfied with mediocre achievement of the more gifted. On this issue the schools should move forward not backward.

The second significant gain since 1934–35 has been the increased number of children enjoying an enriched program through the employment of special teachers as in music and the provision of special services as in guidance.

Discussion of " a good measure of economy in school organization " points to the difference between class size ratio and pupil teacher ratio and emphasizes that these terms are by no means synonymous unless a school " has no principal, no supervisor, no special teachers and no special services."

" Each pupil should be in a class whose teacher has time to give him the individual attention he needs," the pamphlet states.

In general, schools in New York State endeavor to maintain an average class size of:

20–25 in kindergarten
25–30 in elementary schools, grades 1–6
25–30 in the regular subjects of the secondary school.

Good organization will have few regular classes under 20 or over 35; but there are exceptions to this policy. For example, classes for mentally and physically handicapped children may range from 10 to 20 pupils.

The pamphlet recognizes that some communities can afford and will prefer to maintain smaller classes than these standards. " Their decision should be made and supported in terms of the better service given their children," the statement adds.

The pamphlet maintains that in measuring the over-all economy of school organization, class size standards should be applied to each grade and subject rather than to the school or school system as a whole. " Each grade and subject should stand on its own merit. It is poor economy to subject little children to a class organization that invites failure in order to maintain a specified average for the system as a whole."

In organizing classes, the statement explains, consideration should be given to local factors such as the needs of the pupils, the need for maintaining small schools, the demand for elective courses and the character and amount of supervisory and special assistance given the classroom teacher.

The pamphlet suggests several ways in which economy of organization can be realized. Among them are the following:

Development of the new-type intermediate districts authorized by law effective April 1953 would enable the high schools of such intermediate districts to share many services, thereby reducing the cost of instruction, through reduction of the number of very small classes.

Continuing the processes of centralization and enlargement of smaller city school districts will contribute to obtaining more economical and efficient school organization.

In some cities, costs of instruction can be reduced by closing some small, older schools and reassigning pupils to larger, more efficiently organized

schools. This is especially true in those cities that are trying to offer a secondary program for grades 7–8, often inadequately, in eight-grade elementary schools.

Probably every high school in the State would do well to re-examine its elective offering to determine the justification for retaining each subject, and the possibility of effecting further economies through alternation of subjects, or handling very small sections of different years of a subject in the same period.

The pamphlet adds:

Within the range of class size previously noted, it is probable that the school which provides classroom teachers with a wide range of competent supervisory, consultative and special service, can justify a larger average class size than schools whose classroom teachers must give all service available to children.

The pamphlet concludes:

In the final analysis, the people of each school district will determine the standards of school organization, the amount and variety of special services to be given, and other factors affecting the cost of instruction. It is important that they be informed fully and accurately.

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Know Our Schools

An intensive campaign was opened in September by the New York State Teachers Association "to tell the people what is happening in education in this State and bring them into active participation in solving the problems of the schools."

The Know Your Schools campaign will distribute more than 3,000,000 folders touching upon such subjects as education as an investment in the future, its contribution to citizenship, what should be taught, who will teach, what education costs, how it is financed. Members of the profession are alerted to help promote the campaign in their own communities, to the end that the public may have a better understanding of education, its possibilities for the advancement of human happiness and its contributions to the growth and development of the American way of life. Through such understanding, it is believed, can be developed a greater faith in the power of education and enthusiasm aroused for its extension and improvement.

Family Life Education

The 19th annual New York State Conference on Parent and Family Life Education, sponsored by the Bureau of Child Development and Parent Education and the State Parent Education Committee, was held at East Aurora, November 4th and 5th. Among the principal speakers were Mrs Dorotha M. Conklin of the Bureau of Child Development and Parent Education and Walter A. Le Baron, Chief of the Bureau of Elementary School Supervision, State Education Department; Dr Alfred Baldwin of Cornell University and Mrs Augusta Street, past president of the Tri-State Council on Family Relations. Discussion leaders included John Hawley, University of Michigan, Ann Arbor, Mich.; Dr Ernest Hilton, State Teachers College, Fredonia; Hazel Gabbard, United States Office of Education, Washington, D. C.; Dr John H. Thatcher, Bureau of Adult Education; Dorothy S. Lawson, Chief, Bureau of Home Economics Education; Dr Stephen Abrahamson, School of Education, Buffalo University.

School Visits to Albany

Museum Education Supervisor Recommends Teachers Make Advance Arrangements with Institutions

MYRTICE A. BLATCHLEY
Museum Education Supervisor

JOINT MEETINGS OF REPRESENTATIVES from state and other interested organizations in the Albany area concerned with visiting school classes have resulted in a number of concrete recommendations. Because of the ever-increasing numbers of school groups visiting Albany, especially in the spring, it has become imperative for classes to make advance arrangements with the institutions they wish to include on their program. Appointments should be made (giving alternative dates), regardless of whether or not special tour service is desired, in order to prevent conflicts in scheduling and confusion in the buildings and, also, to enable the various organizations to provide better service for schools. Some schools may find it necessary to split large groups into several sections and plan a rotating schedule of several points of interest.

Schools are urged to take advantage of the educational opportunities afforded by an Albany trip rather than to limit it solely to a sight-seeing excursion. School officials should guard against the danger of attempting to visit too many places in too short a time without adequate lunch and rest periods. It is suggested that teachers needing assistance in planning meals, lodging, visits to industrial plants etc., get in touch with Fred Daiger, Executive Director, Albany Convention and

Children in the State Museum Examine an Exhibit

Visitors Bureau, Inc., 74 Chapel street, Albany. Pertinent information regarding tour services available to schools at various points of interest in Albany and vicinity is given in the accompanying table:

TOUR SERVICES AVAILABLE TO SCHOOL CLASSES VISITING ALBANY

NAME AND ADDRESS	MAXIMUM GROUP SIZE	PERSON TO CONTACT	FREE SERVICES
State Capitol Albany 1	150	Claude Tibbits, bldg. sup't (at least 1 week in advance) Alb. 3-5511, ext. 705	Hour's sightseeing tour led by building guards and including Governor's Room, Flag Room, Senate and Assembly Chambers, Million Dollar Staircase etc. Free guide leaflet. 9-4—Mon.-Fri.
State Office Building Albany 1	100	George W. Churchill, bldg. sup't (at least 1 week in advance) Alb. 3-5511	Two elevators to observation tower on 32d floor. Open only in good weather and on school days from 9-11, 2-4. Maximum of 15 persons per elevator and 100 in tower.
State Museum Albany 1	100	Myrtice A. Blatchley, museum educ. sup'v'r (at least 2 weeks in advance) Alb. 62-2641. ext. 362	Ten-minute introductory talks or one-hour educational tours (for groups of no more than 60 persons). Tours planned individually and include related exhibits in two or three of the halls which correlate with classroom work. Free guide leaflets and leaflets for teachers. 9-5 Mon.-Fri.
State Library Albany 1	50*	Mason Tolman, head, General Reference Library (at least 2 weeks in advance) Alb. 62-2641, ext. 263	Short talks in Rotunda by librarian. Only small special groups of 15-20 persons, such as library clubs, are usually admitted to the reading rooms. Half-hour program. 8.30-5 Mon.-Fri.
State Education Building (other than Museum) Albany 1	30	Building sup't (at least 2 weeks in advance) Alb. 62-2641, ext. 371	Half-hour sight-seeing tour led by building guard and including Regents Room, Print Shop and Chancellors Hall, if they are open at the time, and the Rotunda of the State Library. 9-5 Mon.-Fri.
Albany Institute of History & Art 125 Washington av., Albany	60	Caroline Southworth, educ. dir. (at least 2 weeks in advance) Alb. 3-4478	Hour's tour of exhibitions on Hudson Valley arts, crafts and history from time of settlement to the present. Tours are supplemented with film strips or movies. 10-5 Tues.-Sat.
Schuyler Mansion Clinton and Catharine sts., Albany	30	Clarence Gregg, caretaker (at least 2 weeks in advance) Alb. 3-2577	Half-hour tour of historic home furnished in the Revolutionary Period. Free guide booklet to state historic sites available to teachers. 9-5 Mon.-Sat., 1-5 Sun.
Fort Crailo Riverside av., Rensselaer	30	Edward Elmendorf, caretaker (at least 2 weeks in advance) Alb. 3-8738	Half-hour tour of historic home furnished in the Dutch Colonial Period. Free guide booklet to state historic sites available to teachers. 9-5 Mon.-Sat., 1-5 Sun.

* The State Library will accommodate large groups of any size at any time to see exhibits in the Rotunda, but special talks by members of Library staff and visits to special reading rooms by groups should be arranged in advance.

An Artist's Story of the United States

Painting by A. de Yvon, now in Chancellors Hall

Mural Placed in Chancellors Hall

The large allegorical painting by A. de Yvon, presented to the Department last winter, has been restored and permanently attached to the rear wall of the platform in Chancellors Hall of the State Education Building. The restoration was made by Rambusch Decorating Company, New York, a leading concern which has made many restorations of original paintings.

This large painting, 29½ feet by 18 feet, which hung in the Crystal Ballroom of the Grand Union Hotel in Saratoga Springs for many years, was presented to the State Education Department in 1952 by Siegel Brothers, the contractors who demolished the hotel. An interpretation of its symbolism which hung beside the painting in the ballroom was also given to the Department. It reads as follows:

In the center of the picture, the thirty-four states of the Union are grouped around two figures symbolizing the American Government. On the spectators' left, emigrants coming from Europe with their families and implements of labor, are disembarking on the shores of the land of liberty. In the foreground, one of the great rivers of America quenches in its waves the torch of war, and the illustrious dead are seen bursting their tombs to join in the triumph of the cause to which they had devoted their lives. On the spectators' right, a dark and blood-stained gloom represents the past. Archangels cast evil passions headlong into the abyss. The red men are seen emerging from the dark ground while in front the colored people are lifted up, and liberated by the white man. At the lion's feet, children represent the genii of peace and labor. In the sky, above all the scene, which encircles the statue of Washington, the father of the republic, celestial heralds are seen flying to the four quarters of the world, to proclaim the glory of the United States of America.

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The American's Creed

BY

WILLIAM TYLER PAGE
Former Clerk of the House of Representatives
Washington, D. C.

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a Republic; a sovereign Nation of many sovereign States; a perfect Union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

The Intermediate District

This New Reorganization of School Administration Will Improve Rural Education

DONALD O. BENEDICT
Associate in School District Organization

THE HISTORY OF SCHOOL DISTRICT reorganization in New York State has been an evolutionary process which has continually improved the ability of local districts to provide broad educational opportunities for children. The Common School Act of 1812 and the Union Free Act of 1853 were landmarks in this process. The Central School Law of 1914 and the 1924 amendment established the groundwork for the formation of central school districts based on the "community of interest" concept to provide educational programs for all pupils from kindergarten through high school. The 443 operating central school districts indicate the soundness of this type of organization. A new milestone of progress has been set with the passage of the Intermediate School District Laws of 1948 and 1953.

Rural children often have fewer educational opportunities than city children. Many programs and services available to city children are unavailable in many central school districts or are provided on a piecemeal basis, often neither economically nor very effectively. The New York State Council on Rural Education, composed of a wide variety of farm organizations and educational groups, has for the past decade intensively studied the problem of bridging the gap between unmet needs and desirable opportunities for children outside cities. The committee developed recommendations for a new type of intermediate district to provide a unit to administer certain services in rural areas. These recommendations were incorporated into law by the Legislature in 1948. The law immediately attracted widespread interest. No intermediate district was organized under this law, possibly because the state aid provisions for the new type district were indefinite. After five years of further discussion and study, the 1953 Legislature approved amendments to the law designed to make it more workable and definite in application. There has been a continuous endeavor to keep schools close to people in the local districts and to maintain local autonomy as fully as possible.

In the new intermediate district, the existing central, union free and common school districts cooperate to provide educational services to youth outside cities. The intermediate district can perform only those functions designated by law, or assigned to it with the approval of the intermediate district council and the Commissioner of Education. The intermediate district is designed to succeed the present supervisory district which has responsibility for supervision of the local school program. It is a duty of the intermediate district board of education to continue and improve this service and to assist principals and teachers in the improvement of instruction. Other educational functions assigned by law to the intermediate district board of education are to develop a program of pupil person-

nel services including guidance, psychological and health service; to provide instruction in industrial-trade education; instruction for adults and for handicapped children; to operate summer high schools; and to administer transportation for the intermediate district program. Local school districts would continue to administer their own transportation programs as at present.

It is worthy of strong emphasis that the intermediate district is not intended to replace local school districts. The central school district will continue to be the backbone of the educational system outside the cities. The central, union free and common school districts will continue their basic education programs as heretofore. The intermediate district provides services in addition to these, as specified above.

Neither is the intermediate district to be regarded as a substitute for sound district reorganization locally. The central school district will still be the basic unit of the educational system outside cities. Establishment of central school districts is expected to continue in suitable uncentralized areas. The importance of strong local school districts for the basic education of children in all grades will not be minimized by the organization of intermediate districts.

The Commissioner of Education is authorized to lay out, by order, areas made up of contiguous school districts and having sufficient pupil population, as intermediate school districts. Preliminary studies indicate that such a district should have a minimum pupil population of from 4000 to 5000 to make possible the economical provision of the services contemplated in the law. The order of the Commissioner is premised upon a petition signed by 100 voters or by a majority of the trustees and board members in the area seeking the formation of an intermediate district. After making the order, the Commissioner calls a meeting of the board members, trustees and school directors of the districts and towns within the proposed intermediate district. The meeting determines whether school meetings in each of the school districts shall be called for the purpose of deciding whether the intermediate district shall be established. If a majority favor, the Commissioner directs the school officials to call special meetings of the voters of their respective districts to vote on whether an intermediate district shall be established. The result of each district vote is certified to the Commissioner, who determines whether a majority of all votes cast is in favor and, if so, he orders the district established, effective the following July 1st.

The Bureau of Rural Administrative Services will study with local officials and interested lay people the aspects of intermediate district organization, much the same as studies have been conducted over the years for the formation of central school districts. Such studies would include the nature, desirability and extent of additional services authorized by the law, and school facilities necessary and available to house them. A detailed budget analysis would be made to estimate operational costs.

The intermediate council is composed of members of boards of education from the high school districts, not to exceed five from each district; one board member or trustee from each of the other districts; and the school directors of the towns. The main duties of the intermediate council are to elect the intermediate board of education, to approve, amend or disapprove the intermediate district budget and, with the approval of the Commissioner, to assign to or withdraw from the intermediate district board responsibilities other than those assigned by law.

The intermediate board of education is

composed of five members and is the governing body of the district. The board appoints a superintendent as executive officer for a period of five years and appoints, upon recommendation of the superintendent, such other personnel as are required to carry on the intermediate district program. The main duties of the intermediate district board lie in developing programs of pupil personnel services, industrial-trade education, adult education, education of the handicapped and supervision of instruction and transportation. The intermediate board must provide each district superintendent, more than half the enrolment of whose supervisory district is included in the intermediate district, with employment in the intermediate district at no loss in salary at the time of formation of the district. The superintendent of the intermediate district supervises and directs all the activities of the district. In constituent districts having eight or more school teachers, except superintendency districts, he makes the recommendation for appointment, tenure and discontinuance of services required of a district superintendent. The village superintendent will continue to have the same powers in these matters as heretofore. The intermediate district superintendent has powers similar to the district superintendent in matters of dissolution and annexation of districts and boundary alterations both with and without consent of the boards and trustees concerned.

The intermediate district board of education has no taxing power of its own. The expenses of the intermediate district are prorated among the constituent districts on the basis of full valuation. Each district adds the amount to its budget and collects the additional tax for the intermediate district. The intermediate district board has authority to designate sites for buildings for the intermediate district unit. Expenditures for sites and buildings may be made by the board only after over-all approval of the proposition as a result of special meetings held in each of the constituent districts. There are several ways that the services might be housed. Different local schools could specialize in certain services with an exchange of pupils, or teachers might travel from school to school to provide special services. The intermediate district voters might wish to establish an area school for vocational education in industrial-trade subjects and for specialized farm employments and business occupations.

The legislation permitting the formation of community colleges authorizes the intermediate school district, either alone or in conjunction with another district, to apply to the State University of New York for permission to establish and operate a community college.

State aid provisions for the intermediate district are now quite specific. A teacher quota is available in an amount equal to half the salary but not to exceed specified amounts, of each superintendent, assistant superintendent, director, supervisor and teacher. Where pupils attend full time or part time in special classes or schools maintained by the intermediate district, an equalization quota may be paid. The teacher quota may be increased in districts where the valuation per pupil in average daily attendance is less than $20,000. The district may receive an administrative quota not to exceed 10 per cent of the approved total expenses of the district. The State is prepared to pay special quotas for tranportation, special classes, summer high schools and adult education.

The features of the new intermediate district are worthy of consideration and discussion throughout the State. Utilization of the many features of the law will enable existing districts to cooperate to give all their youth a better opportunity for broad educational experiences.

This Is the Bureau of Supervision

ERNEST A. FRIER
Chief, Bureau of Secondary School Supervision

AT ONE OF THE SESSIONS OF THE BEginning Principals' Conference this year a discussion took place somewhat as follows.

Just what is the Bureau of Secondary School Supervision anyway?

Well, you see, the supervisory personnel of the Education Department is assigned to divisions and bureaus which are under the general jurisdiction of Assistant Commissioners. The Bureau of Secondary School Supervision is one of two bureaus in the Division of Secondary Education.

How large is the staff of the Bureau of Secondary School Supervision?

At the moment this Bureau is staffed by 24 professional educators, one of whom acts in an administrative capacity with the title "Chief."

What subject areas are represented?

The Bureau is primarily responsible for the instruction areas usually associated with general education which include the language arts, the foreign languages, citizenship education, the fine arts and driver education.

But our school has had other services from the Bureau of Secondary School Supervision not included in your listing.

Yes, the Bureau does also provide assistance in connection with school libraries and administrative matters related to organization and instruction. Besides, our supervisors have a multitude of other duties.

What are some of these other duties?

In the first place, it is a primary function of the supervisors to interpret their respective subject areas to the schools; that is, of course, in relation to minimum requirements, approved courses of study and state examinations. It is also expected that they will act as consultants to the schools in regard to teaching techniques and materials. These are the more direct services performed by the supervisor.

The indirect supervisory service is of two types — publications and evaluation aids. All curriculum publications in general secondary education are a joint cooperative enterprise of the supervisory personnel and the staff of the Bureau of Secondary Curriculum Development. In every curriculum publication project the subject supervisor concerned acts as adviser and consultant and this process also applies to publications of resource units, handbooks, bulletins, bibliographies and other such teaching aids. From time to time, supervisors also issue reports, news letters and summaries of research studies in their fields.

You mentioned evaluation aids, too. How do supervisors help with these?

In much the same way as with curriculum publications. The supervisor

concerned acts as an adviser and consultant in the selection of all content to be included in each and every examination related to his or her subject field. In the development of both curriculum materials and examinations, the supervisor becomes involved in many group meetings with advisory personnel from the schools.

I'm beginning to understand now a little of the complexity of the subject supervisor's responsibilities. But you haven't told me about the duties of general supervisors.

These general supervisors have the responsibility for the admission to the University of the State of New York or advancement of secondary schools, the approval of courses of study, the planning of school programs, the building of schedules, the approval of equipment in connection with admission and advancement, the general supervision of junior high schools and a variety of other services related to administration and supervision.

Can I obtain the help of supervisors in solving some of my problems?

Yes, but specialists in the Bureau are limited in numbers; therefore I would suggest that where it is feasible, groups of you school administrators join in requesting the Bureau to participate in conferences and clinics for teachers in your area. As you may know, there are now several groups over the State where such conferences and workshops are being held throughout the year, and involving as many as a dozen schools in some instances. I would want you to know, however, that the limitation in Bureau personnel does not rule out individual school visitations when they are considered warranted.

Dr Ernest A. Frier (center) Discusses the Driver Education Program with Supervisors G. Challis Franklin (left) and Anthony Terino

Vocational Leaders Meet

Vocational Conference at the Lake Placid Club

Nearly 300 persons gathered at the Lake Placid Club October 11th–14th for the 38th annual professional conference on vocational and practical arts education. Delegates, numbering about 250, were directors, supervisors, principals and department heads from public secondary schools, together with directors of private business and trade schools throughout the State.

Called each year by the Assistant Commissioner for Vocational Education, the conference program is designed to explain the Department's policy and to secure the guidance of supervisors and administrators in improving educational standards within the various representative fields.

At the opening session on Sunday evening, Acting Associate Commissioner Frederick J. Moffitt represented Commissioner Lewis A. Wilson and brought greetings from the Department and the Board of Regents.

Dr Joseph R. Strobel, recently appointed Assistant Commissioner for Instructional Services (Vocational Education), delivered the opening address. As he had come to New York directly from the United States Office of Education, he was able to give a particularly enlightening treatment of the topic, "Some Emerging Developments in the Nation's Vocational Education Program." He called for redefinition of the scope and range of vocational education, examination of the financial structure and clarification of local administrative responsibility.

Dr A. K. Getman, former Assistant Commissioner for Vocational Education and now consultant to the State Education Department in the program for moral and spiritual training, spoke also at the opening session on "Educational Values in Our American Heritage." He emphasized the belief that, in order to meet the crises of the times when the democratic way of life is threatened, we must reaffirm and demonstrate our faith in the moral and spiritual values which are our heritage. The schools, he asserted, must take the key role in transmitting this heritage.

Speakers at Monday's general session included Joseph C. Deluhrey, president of New York State Vocational and Practical Arts Association, who spoke of the convention in Buffalo next spring; Lawrence Borosage, Chief, Trade and Industrial Education Branch, United States Office of Education; and J. Joseph McCook, superintendent of schools, Haverhill, Mass.

On the following two days, section meetings were held for delegates directly interested in private business schools, private trade schools, adult vocational industrial education, industrial arts education, trade and technical education and vocational curriculum development. Bureau Chiefs and other Department personnel participated in the section meetings.

At the final session, Wednesday morning, Charles W. Sylvester, representing the American Vocational Association, told of plans for the association's convention to be held in November in Chicago. A discussion and demonstration of television as a teaching medium was given.

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A School Lunch Program

The second meeting of the New York State School Lunch Advisory Council was held in Albany October 14th. Members of the council are Harvey Allen, New York; Mrs Kathleen Berresford, Ithaca; Mrs Hilton Dier, Lake George; Mrs Louis Frank, Larchmont; Katharine W. Harris, Ithaca; James R. Kelly, Philmont; and F. Edward Thomson, Middleport.

A report of progress of the school lunch program during the 1952–53 school year was given by Margaret Prentice, associate in charge of the program. Louis Schorr explained the working of the Food Distribution Unit and Fred Fick discussed school lunch reimbursement with state and federal funds. C. F. Handy, executive secretary, Milk for Health, Inc., explained the work being done by his organization and affiliated groups to encourage increased milk consumption in the State. Possible methods of obtaining special prices for school children and the advertising value of encouraging children to drink more milk were explored.

Greetings were extended to the group by Dorothy Lawson, Chief, Bureau of Home Economics Education, and Deputy Commissioner James E. Allen jr of the Department. Doctor Allen said that he thought a good lunch program could add to the quality of the school's educational efforts.

Buell Heads District Superintendents

William R. Buell, East Aurora, was elected president of the New York State Association of District Superintendents of Schools at the 42d annual convention of that organization held at Saranac Inn, September 30th to October 2d. Mr Buell is superintendent of the third supervisory district of Erie county.

Other officers elected are: first vice president, Mrs Ruth B. Winch, superintendent, fourth supervisory district, Chautauqua county; second vice president, Morris J. Livingston, superintendent, third supervisory district, Wayne county. Harold E. Hollister, superintendent, second supervisory district of Westchester county, was elected treasurer. Howard R. Johnson, superintendent, first supervisory district of Broome county, is the new secretary.

"The New York State Thruway: Its Importance and Its Contribution to Rural Life and Rural Education" was discussed by Robert M. Monahan, director of public relations, Thruway Authority, at the first general session of the convention.

Chancellor John P. Myers presented greetings from the Board of Regents at the banquet meeting, and Deputy Commissioner James E. Allen jr represented Commissioner Lewis A. Wilson.

Speaking at the general session on October 1st to the theme of the convention, "Thruways to Improving Rural Education," Dr Charles A. Brind, Counsel to the Board of Regents and the Education Department, discussed "Legal Thruways," and Dr J. Cayce Morrison, Department Coordinator of Research and Special Studies, discussed "The Thruway Goal: The Intermediate District." At the general session on October 2d, ten-minute reports from several groups were given as follows: "Education Goals of the New York State Commission against Discrimination," by John B. Sullivan, director of education for the commission; "Schools and Scouting Work Together," by R. Gardner Burns, Boy Scouts of America; "Internship in School Administration," by Dr F. C. Borgeson, New York University.

At this general session, the final report, Rural Leadership and Service, Part II, Structure, was presented by the Committee on the Changing Status of the District Superintendency.

The convention adopted several resolutions including, among others, the following:

Pledging full cooperation to the New York State Teachers Association in carrying out the objectives of its newly launched campaign to arouse public interest in better schools

Indorsing the efforts of the Bureau of Field Services to secure a simplified transportation quota law

Requesting the Governor and the Legislature of the State of New York to take positive action on state aid to schools in the 1954 session of the Legislature whereby the State's partnership responsibilities shall be materially increased to meet current values

The next meeting of the association will be held at the Lake Placid Club September 29 and 30 and October 1, 1954.

Transportation Institute

The third Summer Institute for School Transportation Personnel was held at New Paltz State Teachers College, August 31st–September 2d.

Registration at the institute totaled 110 persons. Forty supervisory districts and 32 counties were represented. Two district superintendents of schools, five village superintendents and 14 principals or vice principals attended as well as bus

Edward J. Small (center) and Runners-up Clark F. Sponable, Phoenix (left), and Milford J. Wilson, Delevan

drivers, maintenance supervisors, mechanics, contractors and owners, grade supervisors and others, of varying titles, concerned with school transportation.

In the bus drivers' test for driving ability (the "Roadeo") Edward J. Small, head bus driver for Colonie Central School District 1, in Albany county, took top honors and was presented with the gold cup. He scored 251 points out of a possible 260 points.

Allegany County Redistricted

Frank L. Tuthill, Fillmore, superintendent of district 1, Allegany county, since January 1918, retired September 30th. A graduate of Geneseo State Normal School in 1907, Mr Tuthill was graduated from the University of Chicago with a B.S. degree. He was principal of Fillmore High School, 1907 to 1912.

Mr Tuthill's retirement having created a vacancy in the first supervisory district of Allegany county, the county was redistricted and the number of supervisory districts of the county reduced from three to two, by order of the Commissioner of Education, effective November 10, 1953.

Under the new district organization, the first district, under the superintendency of Wilfred J. Coyle, Wellsville, includes the towns of Alma, Bolivar, Clarksville, Cuba, Friendship, Genesee, Independence, New Hudson, Rushford, Scio, Wellsville, Wirt and Willing. The second district, under the superintendency of W. H. Garwood, Canaseraga, includes the towns of Alfred, Allen, Almond, Amity, Andover, Angelica, Belfast, Birdsall, Burns, Caneadea, Centerville, Granger, Grove, Hume, Ward, West Almond.

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New Centralization

A new centralization, to be known as Central School District 2 of the towns of Bedford, New Castle and Poundridge, was voted October 24th by a vote of 2360 to 333. It includes three union free school districts — No. 7 of the town of Bedford, No. 2 of the towns of New Castle and Bedford and No. 1 of the town of Poundridge — and four common school districts, all in Westchester county. This is the 446th central school district in the State.

Education for Citizenship

ARTHUR P. CRABTREE
Associate in Adult Education

THE BUREAU OF ADULT EDUCATION has announced the publication of the syllabus guide in Americanization entitled Education for Citizenship. This guide was prepared by Caroline Whipple, former Chief of the Bureau and one of the nationally recognized authorities on the education of the foreign-born for citizenship. The guide, planned jointly by Miss Whipple and a representative committee set up for the purpose, was in preparation for more than two years.

This work marks another milestone in the program of Americanization being carried on by the schools of New York State. With several hundred thousand aliens in New York State, training for citizenship constitutes a major activity of the Bureau of Adult Education.

The syllabus guide was written to give uniformity and direction to the Americanization teaching in the State. Heretofore, one of the great needs in the field of foreign-born education has been a common compass to guide the local program planners in determining what should go into their teaching and what emphasis should be given to the various areas of subject matter with which the alien must be familiar when applying for citizenship. Various communities taught diverse courses with varying emphases on history, government and the Constitution.

Courtesy of New York City Board of Education

Americans in the Making

In the past, also, there has been a lack of common understanding between the schools and the United States Immigration and Naturalization Service concerning the character of the educational examination which the alien must pass in order to attain American citizenship; hence the petitioner was sometimes caught in a frustrating predicament. It was always possible that he received his training under a teacher who taught one thing, while he was examined by a naturalization officer who asked questions about something else.

The guide seeks to resolve this dilemma by giving a uniform background to those preparing the local courses of study for Americanization classes. Since the original committee working with the author in the preparation of the guide included, moreover, representatives of the Immigration and Naturalization Service, as well as many experienced public school teachers, the joint product now bears the indorsement of the Immigration and Naturalization Service.

The guide is not to be used as a straitjacket of instruction, however. It was written to highlight the minimum essentials. Basically, it covers the history of our Nation, our State and our constitutional government. It can obviously touch few phases of local history or government. This material should be added by the local school system.

The Bureau of Adult Education takes much pride in this publication. It is written by " one of our own " — one who was loved and respected by all who knew her when she was Chief of the Bureau. Its professional excellence mirrors, again, her long and rich experience in the vital business of creating a more intelligent American citizenry.

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Department Staff Changes

Maude E. Nesbit, associate librarian (medicine) since July 11, 1926, retired November 1, 1953. She had been on the staff of the Indianapolis Public Library and of the National Health Library before joining the State Library staff. During her library career she was active in the American Library Association, the New York Library Association, the Special Library Association and the Medical Library Association.

Sarah J. Schenck, senior librarian and member of the State Library staff since October 22, 1928, retired May 1, 1953.

Alfred T. Houghton returned August 19th to his post as associate in adult education, after a tour of duty with the Marine Corps.

Kenneth H. Bailey, associate in industrial education, is on leave from the Department and will go to Thailand under the Point IV Program, Foreign Operations Administration, United States Department of State.

Helen A. McLauchlin, assistant in child development, was reinstated in that position September 15, 1953, after a year's leave of absence. She has been with the Department since September 1951.

Nancy W. Sterling was given permanent appointment as junior librarian (law) on May 16, 1953.

Discuss New Program for Guidance

The annual conference of guidance supervisors and counselor trainers of the State was held in Albany October 4th-7th. The conference theme was "Guidance and the Curriculum."

Bruce E. Shear, Chief, Bureau of Guidance, spoke at the opening session on "Guidance in New York State — Past Gains, Present Problems, Future Development." He gave a comprehensive review of the program from its beginnings in 1905 when several teachers at Jamestown were appointed to help groups of pupils plan their high school programs and when a city-wide vocational guidance program, functioning through the teachers, was begun at Boys High School in Brooklyn in 1906. In the 1950–51 school year, he reported, 79 per cent of the State's schools enrolling 91 per cent of the high school pupils had some guidance service. He traced the changes in the guidance program from its early emphasis on vocational guidance through its expansion to include educational guidance to the present program which comprehends both and the still broader goals of personal and social guidance. He stressed the importance of the role of the classroom teacher in guidance, the idea of guidance as a team of pupil personnel services and the desire and need of boys and girls for increased opportunities for self-direction. He added the significant fact that there are today 36 full-time counselor trainers and numerous other part-time trainers in colleges of the State in contrast with the two colleges originally giving this training.

Assistant Commissioner Warren W. Knox discussed the valuable assistance to be given by guidance counselors in revising and forwarding the readjustment of the high school curriculum, calling the counselor "the special contact man between industry and the schools, between the colleges and the schools."

Discussion groups which met during two days of the conference were divided on the basis of representation of large cities, medium-sized cities and large villages, small cities and shared services.

At the conference banquet, Dr Grace McLean Abbato, child psychiatrist, spoke on "Mental Health in the School Setting," and Dr Francis J. Daly, Director of the Division of Pupil Personnel Services, spoke on "Mental Health and the Schools." Assistant Commissioner Edwin R. Van Kleeck closed the conference with a summing-up of the four-day exchange of experience and suggestions and plans for the further growth of the State's guidance program.

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Science Talent Search

Entries for the Thirteenth Annual Science Talent Search are due in the offices of Science Clubs of America, 1719 N street, N.W., Washington 6, D. C., by midnight, December 27th. From the 300 top ranking contestants, 40 will be awarded all-expense trips to the five-day Science Talent Institute in Washington to compete for the Westinghouse Science Scholarships. Detailed information may be had from the Science Clubs of America at the above address.

Regents Promote Building Economies

STEPS TO ACHIEVE FURTHER ECONOMIES in school building construction were decided upon by the Board of Regents at its meeting October 23d.

Meetings with school architects, school board members, superintendents and principals will be held upstate, in New York City and on Long Island as soon as the "economy handbook" now in preparation by the State School Building Commission is ready for distribution. These meetings are tentatively scheduled to take place in Syracuse or Rochester, Albany, New York and Amityville, Long Island. In addition to more economical construction generally, the meetings will deal with the question of how to house peak enrolments that are almost certain to level off within the foreseeable future.

At the same time the Regents announced that there would be a series of newsletters sent to architects, superintendents and principals containing specific case studies of low cost construction projects that have already been completed. These studies will set forth in detail how the lower construction costs were achieved.

Through the efforts of school boards throughout the State, the State School Building Commission, school architects and the State Education Department savings estimated at several million dollars already have been effected in new school construction. These savings were made possible largely by the simplification of architecture, by taking advantage of the most modern systems of lighting and ventilating and other changes in building design.

While school construction costs show some indications of coming down they are still three times as high today as they were before the war. Prior to World War II a school could be built for approximately 35 cents a cubic foot whereas today the cost often runs more than $1 a cubic foot.

More economical school construction has been achieved in a number of ways.

Traditional architecture with its columns, pitched roof, valleys, dormers and other such decorative features have been almost entirely eliminated.

Advances in ventilation have made it possible to cut old requirements practically in half.

Lighting standards have been revised so that ceiling heights in a classroom can be as low as nine feet. Fifteen years ago the customary height of a classroom ceiling was 12 feet. This reduction in ceiling height has meant the end of clearstory lighting and glass block construction, both expensive items.

Despite what has already been done the Regents wish to determine whether or not still further economies are possible.

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Special Committee

The Board of Regents on October 23d authorized the Chancellor to appoint a committee to advise the Department in its administration of the Education Practices Act, to be known as the Regents Council on the Education Practices Act.

Bond Issues Approved

Eleven bond issues in the total sum of $7,431,070.75 for the purchase of school sites, the erection and equipment of new buildings and additions in various parts of the State and for the purchase of school buses were approved by the Regents at their meeting October 23d.

This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded intebtedness over 10 per cent of the valuation of the district's real property.

The issues approved included:

Altona Central School District, an issue of $4000 for the purchase of a school bus

Bath Central School District, an issue of $21,370 for the purchase of three school buses and one station wagon

Newark Valley Central School District, an issue of $580,000 for the erection of an elementary school building ($386,000); construction of addition or additions to existing school building ($194,000)

Belleville Central School District, an issue of $475,000 for the construction of an addition to the central school building

Greenville Central School District, an issue of $13,600 for the purchase of two school buses

Arkport Central School District, an issue of $6800 for the purchase of a school bus

Fayetteville-Manlius Central School District, an issue of $15,300.75 for the purchase of two school buses

Cattaraugus Central School District, an issue of $985,000 for the construction and equipment of a new school building, including grading and improvement of the site

Chittenango Central School District, an issue of $200,000 for the completion of a school construction program

Union Free School District 5, town of Babylon, Suffolk county (Copiague), an issue of $1,620,000 for the acquisition of three school sites ($350,000); construction of a new school building ($794,000); construction of an addition to an existing school building ($476,000)

Union Free School District 3, town of Hempstead, Nassau county (East Meadow), an issue of $3,510,000 for two additions to school buildings ($420,000 each); acquisition of three sites and construction of three new elementary school buildings ($840,000 each); acquisition of site ($150,000)

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Regents Lend Historic Document

The Board of Regents on October 23d approved a request of the Museum of the City of New York for loan of one of the historic documents from the State Library, an essay "On the Development of Arts and Sciences in America," written in 1793 by Daniel D. Tompkins while he was a student in Columbia College.

Daniel D. Tompkins was Governor of the State of New York, 1807–17, following a term as Justice of the Supreme Court of the State, 1804–07. He later became Vice President of the United States, serving from 1817 until his death in 1825.

The document is to be displayed at the Museum of the City of New York December 1953 to June 1954 as part of an exhibit arranged in connection with the 200th anniversary of Columbia University. It was also displayed in 1949 on the New York State Freedom Train.

Regents Appoint to State Committees

Dr Arthur W. Wright, Albany, was appointed October 23d by the Board of Regents to the Regents Committee on Discipline. He succeeds Dr John L. Bauer, Bayport, who resigned.

The Regents Committee on Discipline is a committee of the Board of Regents which reviews the proceedings and recommendations of the grievance committees of the various professions in disciplinary cases.

Dr Harold W. Brown, New York, was appointed to the State Board of Medical Examiners. He will serve until July 31, 1954, to complete the unexpired term of Dr Frank E. Coughlin, Troy, who resigned.

Robert E. Stone, dean of the College of Business Administration, Syracuse University, was reappointed to the Council in Accountancy for a term of three years commencing July 1, 1953.

Two appointments were made to the Nurse Advisory Council. Mrs John J. McCloy, New York, was appointed to this council for the unexpired term ending December 31, 1953, left vacant by the resignation of Mrs Lewis Strauss, and also for a full term of three years beginning January 1, 1954. Also appointed to this council was Maxwell S. Frank, New York, for the unexpired term ending December 31, 1954, left vacant by the resignation of Bernard McDermott, Brooklyn.

Arthur Clinton, director of attendance, Board of Education, New York City, was reappointed to the School Census and Attendance Council for a term ending September 30, 1958. New appointments to that council include David Bray, director of attendance, Albany, for a term ending September 30, 1956, in place of Margaret E. Dwyer, Albany; Frederick Ambellan, superintendent of schools, Gloversville, for a term ending September 30, 1957, in place of John F. Byrnes, Brushton; Earl L. Vandermeulen, principal, Port Jefferson High School, for a term ending September 30, 1957, in place of John W. Dodd, Freeport; Amy Bull Crist, Montgomery, district superintendent, first supervisory district, Orange county, for a term ending September 30, 1958, in place of Arthur A. Radley, Waterville.

Henry Chemnitz, Freeport High School, was appointed to the Science Advisory Committee, in place of Gordon E. Van Hooft.

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Friendship League

The International Friendship League, a nonprofit, noncommercial and nonsectarian organization, handles requests for personal correspondence between foreign and American individuals received at its own office as well as by several other organizations concerned with international understanding. The league reports that " more than 200,000 American boys and girls are making friends with young people all over the world in this way."

For information, write the International Friendship League, Inc., 40 Mount Vernon street, Boston, Mass.

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Mrs Fallon Is President

Mrs Harold J. Fallon, Bronxville, was elected president of the New York State Congress of Parents and Teachers at that organization's annual convention held in Buffalo in October.

Charters Granted by Regents

The Association of Teachers of Agriculture of New York, Inc., with headquarters at Albany, was granted a provisional charter valid for five years by the Board of Regents on October 23d. This association was organized "to maintain and improve professional standards of teachers of agriculture; to sponsor and participate in programs of the Future Farmers of America; to participate in, financially or otherwise, the activities of New York Future Farmers' Leadership Training Foundation; to sponsor the development and distribution of teaching aids to agricultural teachers and agricultural pupils."

An absolute charter was granted the Mineola County Public Library, Mineola. The charter of the Mineola Library, Mineola, an association library, was canceled and authority was granted that library for transfer of its property to the Mineola County Public Library.

The Regents granted an absolute charter to the Croton Community Nursery School, Croton-on-Hudson, to replace the provisional charter it has held since 1949.

The Julia Whitcomb Nursery School, town of Granby, Oswego county, received a provisional charter valid for five years.

The Regents extended for one year the provisional charter of the Katherine Dunham School of Cultural Arts, New York City, which it has held since June 20, 1947.

The Sullivan Free Library, Chittenango, Madison county, was granted a five-year extension of the provisional charter it has held since May 21, 1948.

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School Lunch Program Grows

More than 157 million meals and milk were served to the school children in the State during the past school year. This is 18 per cent more than last year — a daily average of over 950,000 meals and milk in the 3435 schools in the program.

An analysis of reports indicates that the school lunch program expenditures for last year totaled more than 37 million dollars. Schools spent 23½ million dollars for food and over 13½ million dollars for labor and other expenses. The federal funds amounted to $3,748,590; and state funds were $4,428,165. Children paid over 18 million dollars for their meals and milk while local contributions from boards of education and other sources totaled well over 10 million dollars.

A school lunch program is not a small business when viewed with the over-all picture in mind. Its value in money expended is important to the community but is far surpassed by the many benefits realized in the health and nutrition of the school children.

Schools are encouraged to continue to work in providing a satisfying complete school meal which meets one-third the daily nutritional requirements; to provide suitable and attractive dining room and kitchen facilities; to make the school lunch contribute to good food and health habits; to use the school lunchroom as a place for the development of gracious social behavior; to include the school lunch in the total health and school program.

Institutes Study Superintendency

October and November have been months of extensive activity in the CDPSA (Cooperative Development of Public School Administration) Program.[1] During this period city, village and district superintendents, principals of central schools and union free schools, members of boards of education and other citizens, professors of school administration and representatives of principals and teachers have been meeting to study and evaluate the new CDPSA Resource Manual, A Developing Concept of the Superintendency of Education. These meetings, or institutes, have been held at 13 college centers throughout the State with some institutes still planned for early December.

The institute centers and the cochairmen for each center include:

Institute Center	*Cochairmen*
Fredonia State Teachers College	Carlyle C. Ring Robert S. Thompson J. Arthur France
University of Buffalo	Richard A. Jensen Robert S. Fisk Harold O. Brumsted
Alfred University	Alden T. Stuart Joseph Seidlin Francis N. Miller
University of Rochester	Fred B. Painter Henry C. Mills Alton B. Corbit
Cornell University	William L. Gragg Lloyd H. Elliott Caryl E. Adams
Oneonta State Teachers College	Earl F. Soper James J. Sampson Edward A. Burke
Syracuse University	Charles G. Hetherington Richard C. Lonsdale Willard W. Steeves
St Lawrence University	Frank W. Mason Joseph J. Romoda Ernest G. Schaad
Plattsburg State Teachers College	Carl G. Sorenson Nathan E. Kullman Ralph J. Pombrio
State College for Teachers, Albany	William H. Martin Daniel E. Griffiths Ward I. Fiedler
New Paltz State Teachers College	John T. Kaemmerlen Harold M. Elsbree Charles J. Hooker
Teachers College, Columbia University	Samuel I. Hicks Daniel R. Davies Morton C. Lindsey
New York University	John J. Forester Walter A. Anderson F. R. Furlong

The institutes are the first step in the CDPSA Program and their functions are these:

1 To give administrators an opportunity to view their jobs in the light of the creative and forward-looking concept described in the Resource Manual

2 To give board members and other citizens an opportunity to take a look at the scope and implications of modern school administration

3 To give all participants a better understanding of the job and implications for the related problems of selection, training, certification and in-service training of the administrator and the staff needed to assist him

[1] The June and September issues of the BULLETIN TO THE SCHOOLS contain a description of the organization and purposes of CDPSA.

4 To suggest ideas to broaden the vision presented in the Resource Manual so as to prepare an improved conception of the superintendency which will be fundamental to the next projects in the CDPSA Program.

The second task in the program is to study the problem, What Should Be the Framework of Professional Preparation Which Universities Should Provide To Meet a Creative and Forward-looking Concept of the Administrator's Job?

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John Brown's Farm—Historic Site

Photograph by John J. Vrooman

John Brown's House Today

The John Brown Farm, North Elba, was given into the custody of the State Education Department by legislative action April 2, 1953, to be maintained as a historic site. The house, built in the 1850's, will be restored to its original form, by removing additions made by tenants during the years.

John Brown's grave, marked by a large boulder, stands near the house. Many visit the grave each year.

The farm was purchased by the John Brown Memorial Association in 1896 and at that time was deeded to the State of New York. Since then it has been in the care of the State Conservation Department.

Library and Girl Scouts Work Together

National News Bureau, Girl Scouts of the U. S. A.

The Mount Vernon, New York, Public Library works closely with the local Girl Scout organization and makes a point of setting up special tables of reading matter in connection with projects in which the Girl Scouts are interested. For the Reader Badge, a broad range of subjects, from international friendship to religion, attracts the attention of Girl Scouts, who make the library the headquarters for activities. This is one of the libraries where Girl Scouts help out as part of their community service, reading or telling stories to small children, sorting books and returning them to the stacks.

State Librarians Meet in Albany

More than 700 librarians, trustees and friends of libraries attended the 60th annual conference of the New York Library Association held in Albany, October 22–24, 1953.

Dr Charles F. Gosnell, Assistant Commissioner of Education for Libraries and State Librarian, presided at the first general session held in Chancellors Hall, Thursday evening, October 22d. Chancellor John P. Myers brought the greetings of the Board of Regents and Dr T. Norman Hurd, State Budget Director, represented Governor Dewey. Doctor Hurd spoke on "Major Issues of Government in New York State." Following the opening program a reception was held in the Rotunda of the Education Building.

Dr William E. Young, Director, Division of Elementary Education, spoke to the elementary school librarians at their Saturday morning breakfast. Dr Ward C. Bowen, Chief, Bureau of Audio and Visual Aids, and S. Gilbert Prentiss of the Division of Library Extension spoke before the cooperative film committee of the association on "Film Distribution Needs of Public Libraries in New York State." Topics of other committee and section programs were: How Libraries Can Serve Our Senior Citizens; Mental Health and Its Cultivation; Delinquency and Its Challenge; The Library in the World of Sight and Sound; The Selection of Books for Children and Young People; Qualities in Books Which Make Them Stand the Test of Time; Film Discussion Techniques and Bookmobile Service.

Marguerite de Angeli, author of children's books, spoke on "Making Books for Children" and Annis Duff, author of Bequest of Wings, spoke on "Whatsoever Things are True," with Fritz Eichenberg, book illustrator, at the children's and young people's section.

Dr William S. Dix, librarian of Princeton University, gave one of the keynote addresses entitled "Reflections on Book Burning" before the trustee's section dinner on Friday evening.

Carl Carmer, noted author and folklorist, gave the concluding address on Saturday evening when he spoke at the third general session.

Mrs Mary S. Lindsey, of the State Library staff, headed the hospitality committee, and Dorothy Vibbard of Harmanus Bleecker Library, Albany, was in charge of ticket sales. Some 30 to 40 librarians in the capital district area participated to make the conference a success.

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Charters Granted Last Year

A total of 54 educational, cultural and historical organizations were chartered by the New York State Board of Regents during the school year that ended June 30, 1953. Organizations receiving the charters, absolute or provisional, ranged all the way from a preparatory school in Damascus, Syria, to a nursery school in Brooklyn; from colleges and religious seminaries to an academy of medicine, a Trotting Horse Museum and a Golf Hall of Fame. Included on the list are 16 libraries, 7 colleges, 4 historical societies, 8 nursery schools and 19 miscellaneous units.

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Institute Head Dies

Mortimer C. Ritter, founder and first president of the Central High School of Needle Trades and first president of the Fashion Institute of Technology, died in New York City October 15th.

Educational Notes

Alfred T. Peters Heads School Boards

The New York State School Boards Association, Inc., met at Syracuse October 25th-27th for its 21st annual convention.

Alfred T. Peters of Whitesboro was elected president succeeding Mrs Mary K. Brod of New Rochelle.

Other officers elected, to take office January 1, 1954, included four sectional vice presidents: city, Phillip C. Wolz, Rochester; village, Mrs Grover A. Silliman, Sayville; central, Dr James R. Campbell, Lake Placid; rural, W. Parker Dodge, Castleton. Dr Clyde B. Moore, Ithaca, was re-elected treasurer. Counsel are William H. Golding, Cobleskill, and John E. Glenn, Delmar.

The following district chairmen were elected: Leigh D. Pickup, Cattaraugus; James E. Lanigan, Fulton; William H. Stimming, Newark Valley; Kenneth E. Buhrmaster, Scotia-Glenville; William V. Mauer, Liberty; Thomas C. Fethers-ton, Oceanside.

The theme of the conference was a statement by President Dwight D. Eisenhower: "To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses."

President Robert W. McEwen of Hamilton College spoke at the opening session to give the keynote address, "The Three R's — and What More?"

Chancellor of the Board of Regents John P. Myers headed the representatives from the Department, and presented the annual Distinguished Service Award, given this year to J. Edgar Davidson, president of the board at Suffern.

Deputy Commissioner James A. Allen jr and Counsel Charles A. Brind jr participated in the program. Acting Associate Commissioner Frederick J. Moffitt and Assistant Commissioners Warren W. Knox and Arthur W. Schmidt, together with other personnel of the Department staff, attended the conference to serve in consultant capacity.

By action of the delegates, several by-laws of the association were revised and the following resolutions were adopted:

Urging members to cooperate fully with the New York State Committee for the Cooperative Development of Public School Administration and affiliated organizations

Urging members to adopt in local school systems well-planned active teacher recruitment programs and that such programs be continuously carried on

Urging the Governor and the Legislature to expedite the release of the report on tax equalization and review and to formulate legislative action necessary for proper allocation of state aid to education

Requesting the 1954 Legislature to take positive action to the end that the partnership obligation of the State be discharged in terms of dollars bearing some approximation to current values

Recommending revision of the present state aid formula so that state aid is based on average daily attendance during the year previous to the year in which payment is made or on the three-year average daily attendance, whichever is greater

Reaffirming its faith in the Code of Ethics adopted jointly in 1950 by the New York State School Boards Associa-

tion, Inc., and the New York State Teachers Association.

Indorsing the principle that full consideration be given to local autonomy in any change in district organization

Recommending that chapter 861 of the Laws of 1953 be further amended to permit school boards a reasonable discretion in determining the most advantageous bid on purchase contracts in excess of $1000.

The 1954 meeting of the State School Boards Association will be held October 24th-26th, the place to be announced later.

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Council of Superintendents Meets

T. James Ahern, (superintendent of schools at Mamaroneck,) was elected president of the Council of School Superintendents of Cities and Villages, at the 71st annual meeting of the association, September 27th-29th, at Saranac Inn. Other officers elected were John T. Kaemmerlen, Hudson, as vice president, and Erle L. Ackley, Johnstown, re-elected as secretary-treasurer.

Deputy Commissioner James A. Allen jr represented Commissioner Lewis A. Wilson at the meeting and spoke on the subject of state aid. Other members of the Department staff who participated in the program included Department Counsel Charles A. Brind jr, Assistant Commisioner Edwin R. Van Kleeck and Arthur P. Crabtree of the Bureau of Adult Education.

Resolutions adopted by the council at this meeting included:

Instructing its legislative committee to redouble its efforts in cooperation with the Educational Conference Board to secure an increase in state aid to the schools by the revision of the state aid formula

Commending the Education Department program for continuing to give greater emphasis on teaching American citizenship and pledging support in implementing the work

Instructing its legislative committee to work for a 2 per cent tax limit for the raising of school funds to operate current budgets

Instructing its legislative committee to continue its efforts in securing legislation relating to contracts for superintendents of schools in villages

Reaffirming its belief that public housing authorities should be authorized by law to pay school districts special grants of funds " in lieu of taxes "

Supporting the proposal of establishing a state teachers college on Long Island

Recommending that a study be made to determine the advisability of having the position of school business manager placed on a professional basis with certification standards established through the State Education Department

Affirming appreciation for the constructive studies now in progress in elementary and secondary education and urging that the State Department's efforts to clarify and evaluate educational programs be continued on all levels

Pledging its membership to work for the continued growth and strengthening of adult education as an important and legitimate extension of the public school services to the community

Continuing active support of, and participation in, the Cooperative Development of Public School Administration

Expressing sorrow at the passing of Herbert S. Weet and W. Howard Pilsbury, past presidents of the council

The 1954 meeting will be held at Saranac Inn, September 26th–28th.

Dr J. Hillis Miller Dies

Dr J. Hillis Miller, Associate Commissioner of Education in this State from March 1941 to October 1947, when he assumed the presidency of the University of Florida, died at Gainsville, Fla., November 14th.

During his service here Doctor Miller was directly in charge of the work in higher education. He was active in dealing with wartime problems of colleges and in the establishment of the Associated Colleges of Upper New York. With Dr John S. Allen, then Director of the Division of Higher Education, he wrote Veterans Challenge the Colleges — the New York Program.

Doctor Miller came to the Department from Keuka College, where he was president for six years. He had previously taught at William and Mary College and at Bucknell University, where he was dean of students.

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Doctors Needed

Governor Thomas E. Dewey, speaking at the ground-breaking ceremonies for the Albert Einstein College of Medicine of Yeshiva University, New York City, October 25th, said in part:

> No more doctors are being graduated today than there were 50 years ago, although our population has doubled in that time. There are still only about 5500 graduates each year. During the same period the number of medical schools in the United States has dwindled from 160 to 79, largely by elimination of substandard schools . . . In the entire country only two medical colleges have been erected in the last 26 years. . . There is a shortage in virtually every branch of medicine and research. . .
>
> This school and the teaching center of which it will ultimately be a part will represent the finest development of modern medical education. It will be a priceless asset not only to New York City, but to the State and the Nation as it begins to send forth a steady stream of inspired young men and women dedicated to the service of humanity.

Legislative Annual

The 1953 New York State Legislative Annual, a Source Book of Official Documents, reviews the 1953 session, presenting the Governor's messages on over 250 bills and memorandums of state departments and other state agencies, municipalities and private sources. It also previews the 1954 session, presenting the Governor's messages on vetoed bills requiring further study; reports of Temporary State Commissions and reports of Joint Legislative Committees created to study and recommend 1954 legislation. The Legislative Annual highlights major enactments and indicates future plans in the field of administration of justice, corporations and banking, business and agriculture, education, elections, health and welfare, housing and real property, insurance, labor, public utilities and taxation in articles by authorities in these fields.

The Annual is published by the New York Legislative Service, Inc., 299 Broadway, New York 7, N. Y. The price is $7.50.

Book Reviews

McNerney, Chester. The curriculum. McGraw-Hill. New York. 1953

Here is a text that offers administrators, supervisors and teachers a comprehensive overview of the entire curriculum program from the kindergarten through the final year of the secondary school. Discussing the problems and issues encountered in developing such a program in a modern society, the book points the way for transmitting theory into practice. It emphasizes the interrelationship of the child, the school and society, and the implications for the curriculum of that interrelationship. It also stresses the fact that there is no one ideal curriculum organization but, rather, that desirable results can be obtained through several methods.

As an aid in determining which method is best for any particular situation, a careful and complete analysis of current trends in subject matter areas is presented and interpreted. This will enable the reader to form a clear picture of the proper balance required in today's curriculum. Numerous examples are used to illustrate how this desirable relationship may be developed.

The relationship of the various curriculum areas are all predicated on the sequential aspects of the learning process. Throughout the book emphasis is placed on the utilization of previous learning experiences as the basis for future development and the importance of taking the learner at his individual level, developing his pattern of growth from that point.

Using this approach to the development of a sound curriculum and basing its recommendations on extensive, modern research, this book should serve as a worthwhile guide to anyone concerned with the education of today's children.

ROBERT H. JOHNSTONE

Associate in Elementary Curriculum Development

Wittich, W. A. & Schuller, C. F. Audio-visual materials: their nature and use. Harper. New York. 1953

To this reviewer the major contributions that this book makes are not in the completeness of the types of audio-visual materials presented but rather the manner of presentation, particularly the abundance of graphic and pictorial illustrations that were selected and which are directly related to the text; and the summaries, suggested activities and teacher bibliographies which are found in each chapter. To these contributions should be added the authors' intent to show how current communication techniques can be effectively used in supplementing the curriculum of the school and in suggesting ways of more effectively meeting classroom learning problems through audio-visual instructional methods.

Among the additional features that assist in making this textbook of great value to the teacher, to the administrator and in the in-service and pre-service education of teachers are: lists of materials pertinent to topics being discussed; sections devoted to the nature and function of equipment; chapter on the administration of an audio-visual program; close relationship of pictorial and written materials; emphasis upon the importance of the classroom use of audio-visual materials and equipment as a test of a well-functioning audio-visual program; emphasis upon the importance of perception as a foundation of learning; case examples which show how audio-visual materials are selected and used in teaching and learning; the place and importance of pupils in the evaluation and selection of materials.

An extensive listing of sources of audio-visual materials and an index conclude this most practical and stimulating textbook.

PAUL T. WILLIAMS

Associate in Audio-Visual Education

New Department Publications

New Helps for Teachers

Charting the Curriculum in New York State Schools

A series of ten charts showing graphically the sweep of the curriculum in selected learning areas from the kindergarten through the twelfth grade, prepared for the use of school administrators and teachers who are concerned with curriculum development. Developed under the direction of the Chiefs of the Bureaus of Curriculum Development in elementary, secondary and vocational education. Learning areas charted include: general curriculum, language arts, mathematics, citizenship education, science, health and physical education, music, arts and crafts, practical arts and vocations, foreign languages.

City School Districts of Cities with Less Than 125,000 Inhabitants. Law Pamphlet 3

Provisions of the law in regard to boards of education, school district officers, use of city services, school district elections, consolidation — alteration of boundaries, miscellaneous provisions, powers and responsibilities of municipalities.

History, Geology and Future Possibilities of Gas and Oil in New York State. New York State Museum Circular 33

The author, William Lynn Kreidler, senior geologist, has stressed the compilation of historical and geological data for the oil and gas fields of the State and has included a particularly inclusive and useful bibliography. Recommendations are also made for deeper and more systematic exploration by drilling in various parts of the State.

The publication is well illustrated. Of particular use will be a chart which gives the geological position of oil horizons in the rocks of the Southern Tier. A three-color map of the State at a scale of approximately 12 miles to the inch is included. This shows the location of all oil and gas fields.

Using Electricity. A Resource Unit for a Course in Physical Science

Prepared under the direction of the Science Advisory Committee of the Board of Regents working on the program for readjustment of high school education, to meet the needs of the instructional program in science in an age of expanding technology. This bulletin presents a pattern for the organization of a course in physical science and suggests some materials that might be used to develop a teaching unit in such a course in the use of electricity. The course includes topics on light, heat and energy from electricity, control of electrical currents, devices for production and distribution of electrical energy, problems of distribution, home wiring, repair and maintenance of electrical devices, and use of electricity for communication. Included is a list of apparatus and supplies, a bibliography and a list of symbols for recording electrical data.

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Printing Head Retires

Theodore C. Held will retire December 1st from his position as printing shop superintendent after a service to the Department of more than 32 years. A skilled craftsman with ability to direct the work of employes of the Department printing plant, he has been responsible in large measure for the high quality of printing produced in the Department plant.

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